

Towards an E-Learning Platform for Translator Training: Getting Stakeholders Involved

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Abstract

The dynamic nature of the language industry and the current and future demands of the translation market have increased the need for integrating web-based collaborative learning and teamwork techniques into translation training classrooms. However, the absence of specialized eLearning platforms for translation training makes it difficult for translation trainers to execute collaborative translation tasks that mimic real-life situations. The present paper discusses online collaborative learning in translation classrooms and argues for involving translator training stakeholders in the process of designing and developing web-based collaborative learning tools for translator-training purposes. The paper proposes a software design workflow that can be followed by eLearning software engineers when designing online learning tools for translator-training purposes based on Jirava's (2004) software application life cycle. The paper also displays different functions of an underdevelopment online-software specialized for translator training institutions. The design is inspired by translators, translation students, and trainers. The paper ends by measuring students' perceptions of the proposed tool in terms of its ease of use and usefulness using Venkatesh and Bala's (2008) *Technology Acceptance Model*.

Keywords: Translator training, Collaborative learning, Web-based collaborative learning, E-Learning, Technology acceptance model.

Introduction

Developments in teaching theories and approaches have shifted instruction methods in classrooms from teacher-centered, where students are passive recipients of knowledge, into student-centered, where students participate in the process of knowledge production. In the former approach, the instructor lectures and the students passively take notes⁽¹⁾. On the other hand, in student-centered instruction, "teachers are catalysts or helpers to students who establish and

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enforce their own rules. Teachers respond to students' work through neutral feedback and encourage them to provide alternative/additional responses"⁽²⁾. In this latter method, students are collaboratively engaged in their learning process. They construct their knowledge and become more motivated and independent.

A student-centered teaching method makes use of collaborative learning techniques, which can be defined as the "instructional use of small teams so that students work together to maximise their own and each other's learning"⁽³⁾. Collaborative learning techniques have also changed the traditional view of an individual learning method into learning activities that take place in groups or teams where knowledge "is something [students] construct by talking together and reaching agreements"⁽⁴⁾. Collaborative teaching focuses on the student's discovery and the use of information in a collaborative manner. In such teaching and learning settings, the teacher works as a mediator or facilitator of knowledge and not as a transmitter of information.

Nowadays, student-centered approaches and collaborative learning theories have benefited from new technologies through using the Internet and other advanced computerized tools to construct, transfer, and share knowledge. As a result, eLearning has emerged in recent decades as a field in education that makes use of developments in computer science. eLearning is defined by the European Commission as "the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration"⁽⁵⁾.

eLearning approaches, in one way or another, seek to use computers to help and facilitate group learning in a certain environment. In this regard, Resta and Laferrière (2007) point out that collaborative eLearning is an interdisciplinary field of study that focuses "on how technology can facilitate the sharing and creation of knowledge and expertise through peer interaction and group learning processes" (p. 67)⁽⁶⁾.

Developments in Web applications such as chat rooms, email service, and Voice over Internet Protocol (VOIP) have paved the way for Web-based Collaborative Learning (WCL) to emerge as "a popular method of instruction" that makes use of the Internet to support collaborative learning theory⁽⁷⁾. Nowadays, collaborative learning in a web environment is one of the most important and popular methods of teaching. In WCL, every student takes part in the learning process, and there is no chance for students to over-rely on each other. Students interact and collaborate to share and construct knowledge, and to solve problems. The collaboration takes place on a server through direct and indirect communication between a server, groups of students, a facilitator (instructor), and the World Wide Web (WWW).

Knowledge construction mechanisms in WCL are performed in chat rooms, blogs, discussion threads, Wikies or through many other web-based technologies. Unlike class collaboration, in WCL “peers are more individual because only one peer faces computer station in one position”⁽⁸⁾, so all students are interactive and cannot over-rely on each other. Li and Zhang(2009) indicate that “[i]n real teaching process, the face-to-face communication between teachers and students cannot be guaranteed due to the limit of time and space, web environment can realize this point easily... [WCL] is [also] helpful to develop the students’ cognitive ability” (p.4)⁽⁹⁾. WCL also gives students access to various online resources to help them construct their knowledge.

The present paper sheds light on Collaborative eLearning and mainly discusses using WCL in translation training. The paper also discusses the issue of designing Web-based collaborative learning tools for translation training from the perspective of translation trainers and students. The paper argues that the development and design of any eLearning platform should take trainers and students into consideration . To this end, the present paper attempts to propose a concept design for a collaborative eLearning environment tool called *TransShare* that was conceptualized by not only eLearning specialists and software engineers but also by translators, translation trainers, and students. The conceptualized tool mimics the online tools used by translators in real-life translation tasks. Translation students’ acceptance of the proposed tool was investigated by surveying one hundred translation students at Yarmouk University.

Objectives of the Study

The current study has a threefold objective. First, it attempts to emphasize the importance of implementing collaborative eLearning techniques in translator training. Second, it tries to highlight the lack of studies related to the notion of designing Web-based Collaborative Learning for translator training and to stress the importance of creating special eLearning tools for translator training. The paper also aims to propose a software design workflow that can be followed by eLearning software engineers when designing online learning tools for translator-training purposes. Lastly, the paper seeks to discuss a conceptualized eLearning platform for translator training purposes that was envisioned by translator trainers and trainees to serve their pedagogical needs.

Significance of the Study

The significance of the present study stems from the fact that it discusses a largely ignored topic in translation pedagogy: designing eLearning tools for translator training. It also highlights the lack of eLearning tools for translator training purposes and proposes a software design workflow that can be followed

by eLearning software engineers when designing online learning tools for translator-training purposes. The study is also significant since it proposes a concept design for an eLearning tool for translator training that will be very beneficial to tool makers and eLearning platforms' developers.

The following sections review collaborative eLearning, the concept model of the proposed eLearning environment tool, the methodology of the present paper, and the results of the survey.

Collaboration and the Translation Task: WCL in Translation Training

Most of the translation tasks in the language industry are carried out collaboratively with blended efforts from several players including project managers, desktop publishers, translators, reviewers, clients and others^(10, 11). In real life situations, collaboration in a translation task takes place in virtual environments that use online platforms. Translation agencies rely on translation information systems that are designed in a way that allows translators to access online resources.

The dynamic nature of the language industry and the requirements of current and future translation tasks have spurred the need for integrating web-based collaborative learning and teamwork techniques into translation training classrooms. In collaborative translation classrooms, "the student is the main agent of the learning process and the teacher guides them through this stage" and "the translation task is carried out under real-world conditions: there are a client and an expert in the subject field, and students work in groups and rotate their roles"⁽¹²⁾. WCL enables translation trainers to create authentic tasks that stimulate the job market and ultimately better prepare students for the translation market. The importance of using WCL in translator training stems from the fact that it allows translation trainees to access various online resources that help construct their knowledge. For instance, trainees can access online dictionaries, glossaries, eBooks, and corpus collections; they are also able to search the Internet for background or parallel texts.

Several scholars have confirmed the viability of using WCL in translator training. For instance, Galán-Mañas and Albir Amparo (2010) discuss two proposals for teaching two translation courses using both online collaborative and in-class teaching methods. The researchers applied their proposal using Virtual Learning Environments (VLE) provided by the Universidad Autónoma de Barcelona (UAB) to teach two translation courses: introduction to translation and technical-scientific translation. The researchers found out that online eLearning "allows timetable flexibility, freedom to organize the workload; in addition to encouraging work in groups and promoting autonomy and student responsibility"⁽¹³⁾. The researchers reported that students highly value using

online collaborative learning tools, stressing the importance of the non-classroom-based sessions in groups and autonomously as well as the utility of the virtual tools. On the part of the trainers, the researchers reported that blended learning provides teachers with “written debates, which can be objectively graded in relation with face-to-face debates.” The researchers also found that when using online eLearning tools, “students are better able to argue, justifying their opinions as they have more time to reflect on the subject, resulting in richer debates”⁽¹⁴⁾.

Similarly, Alshehab (2013) investigated the viability of using eLearning techniques in translator training. His study compares two groups of translation students. The first group was taught translation using an online eLearning platform while the second group was exposed to the typical in-class teaching environment. The researcher found out that teaching translation using eLearning tools enhances trainees' translation skills⁽¹⁵⁾. In another study, Gorozhanov et al. (2018) made use of different functions embedded in an online eLearning system platform in order to facilitate translation teaching. These functions include color-coding in feedback and conference calls between the student and the instructor. Using the system, the students were given another attempt to correct their translations based on the instructor's feedback. The feedback loop is ended by discussing the translation with the student in a video conference call. This method, as the authors argue, enhances students' confidence and “helps to avoid the harmful authoritarian approach in education”⁽¹⁶⁾. Even though the researchers' approach uses a web-based collaborative eLearning environment, there is no real collaboration between students in the process of knowledge construction. It is more of an online individualized platform for teaching translation. We clearly notice that there is a lack of interaction between students, something that hinders collaborative knowledge construction.

From a pedagogical point of view, WCL gives translation trainees the chance to construct their knowledge by searching for solutions and reaching decisions. It develops trainees' research skills by using online specialized texts and dictionaries. Integrating WCL into translator training would allow students to select, evaluate, and use new translation technologies and tools that support learning and help achieve learning goals. This includes online computer-aided translation tools such as online translation memories and termbases in addition to the recourses listed by their instructor. In one way or another, WCL moves students more toward the top of Bloom's (1956) taxonomy where students start to analyze, synthesize, compare, describe, and classify⁽¹⁷⁾.

The viability of using eLearning tool in translator training has been proven in the literature. However, the design of such tools has been rarely discussed in translation studies literature. The present paper argues that translation training is

a specific type of training that needs a specialized Web-based Collaborative Learning Tool (WCLT) that serves the special needs of translator training programs. The collaborative nature of the translation task manifests not only in the use of shared translation memories and term banks but also in the interaction between the different players in the translation project, such as translator, editors, project manager, and others, all of which necessitates the need for translator training-specific eLearning tools. The following section discusses the design of online collaborative learning tools and proposes a field-specific collaborative learning tool for translation-training purposes.

Designing WCLT: Software Development Lifecycle

Several WCLTs have been recently developed to meet the needs of different educational institutions and training programs. The design of WCLTs has been conducted from a purely technical perspective, placing little pedagogical attention to the design of such tools. The current WCLTs, whether paid or free, follow a “one size fits all” concept. That is, they are created to meet the needs of most academic programs. The software design of these tools “does not stretch to pedagogy, and the pedagogical manner in which these tools are used in teaching is left to the educators”⁽¹⁸⁾. This might be due to the absence of the end-users in the process of designing and developing the tools. Instead, the various people in the training process need to collaborate from a pedagogical standpoint when conceptualizing and designing a tool. Their needs should be identified in the early stages of the application life cycle, which usually involves at least five stages: analysis, design, implementation, testing, and evaluation (See Figure 1 below).

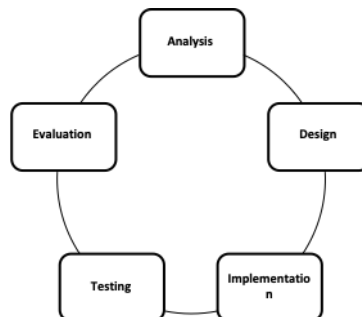


Figure 1: Application Life Cycle Adopted from Jirava(2004)⁽¹⁹⁾

The *analysis* stage includes modelling the system as a group of interacting objects, such as teachers, students, and administration. In this phase, the requirements of the system, the task of the users, and the content of the learning platform are determined. The analysis phase is followed by the *design phase*, which outputs the functions that can be used inside the tools in addition to the

user roles in the tool. It also defines how to teach using the system. Further, the design phase specifies the learning process, techniques, approaches, and the content or the information to be delivered. This phase outputs the *theoretical self-paced learning process*, which describes “the process of learning the educational contents by means of a structured presentation of the information, using an information diagram”⁽²⁰⁾. *The implementation* phase involves programming, or building, the software using a programming language. This phase outputs a learning tool that has learning trees including lessons, material, and tasks. *Testing* and *evaluation* phases are then executed. During the *testing* phase, the tool is checked in terms of functionality. This involves the target users trying out the tool to check for any problems or errors. The last phase is *evaluation*, which usually includes the evaluation of the educational outputs and the learning outcomes. Tool users evaluate the tool for any problems or any suggested improvements. Then the loop continues until the user is satisfied.

The above processes are usually carried out by software developers and programmers. The stakeholders of the teaching process (trainers, trainees) are rarely consulted, especially in the *analysis* and *design* phases. The present paper argues that WCL tools should be conceptualized and designed by their potential users with the help of eLearning experts and software engineers.

Method

As mentioned earlier, the present paper attempts to propose an eLearning tool that is designed and conceptualized not only from the perspective of the software developers and programmers, but also from the perspective of eLearning specialists, translation students, and trainers. To this end, the researchers conducted semi-structured interviews with three translators, four translation trainers (two of them teach Arabic<>English translation and two teach French<>Arabic translation), five translation students, and one eLearning expert from Yarmouk University. The interviews were carried out to identify the needs of the participants and to collect responses that would help the researchers conceptualize the tool from different perspectives. The interviews began with the following questions, in addition to any follow up questions generated by the discussion with interviewees:

- Research shows that using eLearning in translator training improves the trainees’ performance in their classes. Do you agree or disagree with this finding?
- What kinds of problems are you facing with the current eLearning platform?
- Do you think that there should be a special eLearning platform designed for translation-training purposes?
- What are some of the functions that should be included in an eLearning tool specially designed for translation-training purposes?

- Do you think that integrating CAT* tools and machine translation in a special eLearning platform designed for translation-training purposes would enhance the training of the future translators?

Semi-structured interviews usually start with a specific question that then leads to another depending on the answer of the interviewee. Such interviews are theme-based, which means that the interviewers are interested in investigating the interviewee's perception and conception of a specific topic. The interviewee does not answer a series of a sequential prepared questions. Rather, the answer of a previous question is what drives the discussion⁽²¹⁾.

After identifying the needs of the interviewed participants, the researchers, with the help of the software web developers, designed a concept model of a web-based collaborative eLearning tool for translation-training purposes named *TransShare*.

Finally, the functions of *TransShare* were presented to four different translation classes at Yarmouk University with a total number of 170 students. Students were then asked to fill out a survey to investigate the students' acceptance of the proposed concept model in terms of the perceived usefulness and perceived ease of use. The survey was designed based on Venkatesh and Bala's (2008)⁽²²⁾ *Technology Acceptance Model 3* containing the following items:

Group 1: Perceived Usefulness

- 1- I find *TransShare* to be easy to use.
- 2- My interaction with *TransShare* would be clear and understandable.
- 3- Interacting with *TransShare* would not require a lot of my mental effort.

Group 2: Perceived Ease of Use

- 1- I find *TransShare* to be useful in my training.
- 2- Using *TransShare* as an eLearning platform would enhance the effectiveness of my training.
- 3- Using *TransShare* in my training would improve my performance in my translation classes.

* CAT tools are a type of software used by translators to speed up the translation task and to improve the linguistic quality of the translated text. These tools usually include two main components. The first is a translation memory (TM), which is a type of linguistic database that stores texts and their translations in form of segments, to be used in future translation tasks. The second component is *Termbase*, which is a type of database that is used to store terms and their translation in the target language.

The following sections display the results of the semi-structured interviews and present the *TransShare* functions as well as the results of the survey.

Conceptualizing Web-based Collaborative Learning Tool for Translator Training(WCLT3)

As argued earlier in this paper, translation students, trainers, translators, and eLearning experts should work with software developers to create a tool that best serves translation training programs. The different stakeholders should specifically collaborate on three areas: (1) the requirements and the objectives of the new system, (2) the users and the tasks of each user, and (3) the educational content to be included in the system. The outcome of the semi-structured interviews was a list of some characteristics exhibited by a good WCLT3 from the perspectives of the participants, which can be summarized as follows:

Table 1: Characteristics of a Good WCLT3.

Translation-Related Functions	General
<p>A good WCLT3 should:</p> <ul style="list-style-type: none"> - have Computer-aided tools embedded in the system that can be used to execute translation tasks that mimic real life translation jobs. This includes translation memories and terminology management systems. - give the instructor the ability to link important online translation tools and resources to their classes such as online dictionaries, corpora, termbases, online translation memories, and spell checkers. - support task-based and project-based eLearning methods that stimulate translation market practices. - include an editing application that can be used by teachers and students for peer editing tasks. - include an eye-tracker and a key stock logger to collect empirical data for the aime of conducting empirical research to evaluate, modify, or change teaching methods or objectives. 	<p>A good WCLT3 should:</p> <ul style="list-style-type: none"> - support small groups and whole class collaboration and discussion. - give students and instructors the ability to communicate in realtime and through emails, messages or blogs. It should also allow video conferencing and VOIP services for interpretation training. - allow the users to provide feedback for the technical department to develop it. - contain help files that are case sensitive and include many video tutorials to show the students how to do some tasks. - have an ongoing quality improvement loop. - allow easy access to uploaded material and tasks. - include a search function to look for previous course tasks and material.

The interviewees seemed to focus on creating an eLearning tool that integrates translation tools, such as CAT, as well as editing and spell checker tools. To the researcher's best knowledge, there are no eLearning platforms that integrate such tools. The interviewed translators highlighted the importance of creating functions, such as collaborative translation, that mimic real market demands to equip the students with the needed skills to meet the market demands. They also reported that the absence of collaborative learning in their training was one of the challenges they faced when transferring from the classroom to the market. The interviewed instructors, on the other hand, focused on integrating data collection tools, such as key stroke loggers, to collect empirical data that can be used for research purposes. They also focused on the importance of creating a tool that is fully dynamic where instructors can change the functions that are available for students, depending on the class they teach, tasks they give and roles they assign to the students.

The results of the semi-structured interviews were taken into consideration during the design phase, which also focused on two components in the conceptualized WCLT3: user interface and usability. First, the user interface (UI) design is essential for any application to be successful. It is a critical factor to the success of Web-based instruction⁽²³⁾. A good UI relies on the visual representation of how objects work, which makes the learning process easier and faster. Saadé (2010)⁽²⁴⁾ discusses the importance of a UI for the web-based learning environment design, which, according to him, should demonstrate usefulness, ease of use and learning outcomes. Other scholars^(25, 26, 27) indicate that web-based collaborative learning design should follow the principles of user-centered design, where the needs and limitations of the end users are given extensive attention in the design process, and which "has an early focus on users and tasks, empirical measurement of product usage and iterative design whereby a product is designed, modified, and tested repeatedly"⁽²⁸⁾. That being said, the participants of the study collaborated on selecting the icons for the functions that will be included in the system and the appearance of the menus.

Usability is another aspect that was taken into consideration when the team discussed the concept of the tool. The students who participated in the design process pointed out that the tool should be easy to use, and students must be able to focus easily on learning materials without having difficulty trying to access them (See Table 1 above). Translators and trainers agreed that the tool should reflect market practice to help students understand the structure, processes, and practices of collaboration within the context of the translation market. It should also give teachers the option to engage students in authentic project tasks. The system should be dynamic, and the teacher should be able to assign different roles to the students such as project managers, translators, editor, and

proofreaders, depending on the project and the objectives of the task.

The software developer indicated that such functions can be included and integrated within *Moodle*, which is a free and open-source learning management. Moodle is used by Yarmouk University to provide an eLearning platform for students. All instructors and students, regardless of their major, have access to the same platform and functions. The following section provides an overview of the functions and the design of *TransShare*, the conceptualized WCL tool for Translator Training (WCLT3).

WCLT3: *TransShare*

The collaborative effort between translation students, trainers, translators, eLearning experts, and web developers in the *analysis* and *design* phases ended with a concept design of a web-based collaborative learning tool for Translator Training (WCLT3). Due to space limitation, this section provides a discussion of some of the screens and functions in the proposed system. First, when the students log into *TransShare*, the system provides the student with a video tutorial on how to use the system (See Figure 2 below).

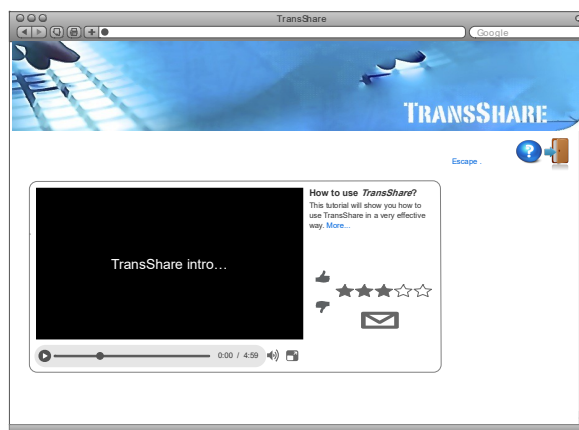


Figure 2: Welcome Screen in *TransShare*

Then, different components such as current projects, deadlines, and messages can be opened via the main screen opens. It is worth mentioning that the role of the students may differ from one project to another. For instance, the student may play the role of a translator in an “Inflation Report” project, as shown in Figure 3 below, and the role of a project manager or editor in a “Business in Jordan” project.

The student clicks on the required project to execute his/her task on *TransShare* project page. The project page includes the main functions in the system, which are divided into five main categories (See Figure 4 below). The

first category provides information and functions related to tasks. This includes the *Task Info* function that includes information related to the translation project or task assigned by the instructor. This could include, but is not limited to, translation briefs, team information (information related to the team member when students work in teams or groups), and project-related material such as links and resources. The *Project Statistics* function includes information related to the number of words and segments each student should translate. *Project Material* is another function that allows students and instructors to add resources like webpages, comparable texts, or online dictionaries to the current project. The *Group Meeting* and *Invite* functions can be enabled or disabled by the instructor. If enabled, these two functions give the students the ability to collaboratively work on a translation project. For instance, *Group Meeting* can be used to hold virtual team meetings to discuss a specific task or roles. The *Invite* function can be used to invite team members to the current project.

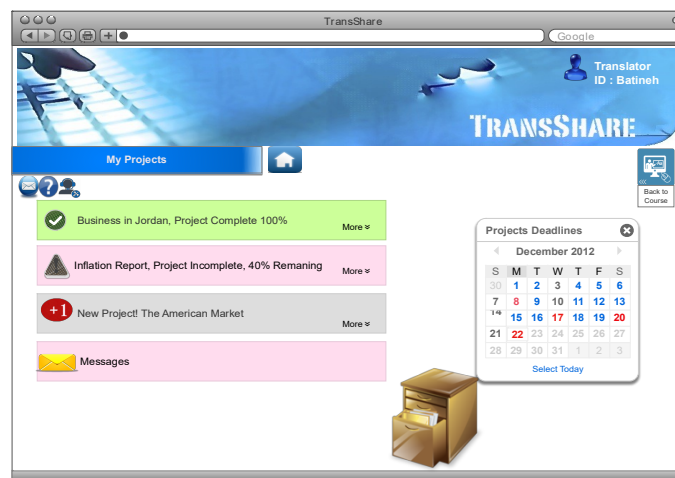


Figure 3: Projects Screen in *TransShare*



Figure 4: Functions (grouped by category) included in *TransShare* Project Page

The second category includes functions related to executing a translation project. The functions are self-explanatory. For instance, *Import Project* is used to import a translation project, which can be in Word Document format or in a Portable Document Format (PDF). *Save Project* is used to save the progress on the current project. The *Export* function is used to export three types of content: the source text, the target text, or a document that contains the source text aligned with its translation. *Send Next* function can be used to send the current task to other students who will take part in producing the translation. When the student uses *Send Next* function, the other students in the same group receive a notification and a progress report on their project. The last function, *Submit Project*, is used to send the project to another person, whether it be the teacher or another team member playing the role of an editor or project manager.

The third category includes functions inspired by most Computer-aided Translation (CAT) tools. This particular category includes seven functions that are usually found in any CAT tool and are essential for translators. Al-Batineh and Bilali (2017)⁽²⁹⁾ found that the ability to use CAT tools is one of the major skills required by the current translation market. The proposed system imitates the ecosystem of a CAT tool with extra function for educational purposes. When working on a translation task, the system automatically creates an empty Translation Memory (TM) and an empty termbase (TB). Using the *Import TM* function, students can import a translation memory that has been previously created. *Search TM* gives the students the ability to search TMs that were newly added or already existed in the system, while *Edit TM* allows the users to view and edit TMs. Similarly, the *Import TB* and *Search TB* functions give the students the ability to import and search termbases. The *Edit TB* function allows

the students to delete, add, or modify term records and termbases. Finally, *Machine Trans* can be used to provide machine translation service. This function, like other functions in the system, can be enabled or disabled by the instructor, depending on the translation task. It is worth mentioning that “the explosion of linguistic content both online and offline has urged the need for a fast and automated type of translation to cope up with the huge content created every day in different languages”⁽³⁰⁾ and the ability to work with MT output has become one of the main skill required by the employers in the language industry⁽³¹⁾. Spell checkers are also integrated into the system. Students can spell check their translations using the *Check Spelling* function.

The fourth category includes *Search Corpus*, a function in the system that allows students to get access to online corpora, such as British National Corpus, Corpus of Contemporary American English, Corpus del Español or Corpus do Português, depending on the languages of the source text and the target text. Student can also use another function, *Web Search*, to look for information online without having to leave the system or open other tabs. Using this function, students can look for resources related to their projects (such as online dictionaries and comparable texts) and add them to the *Project Material* section that can be accessed by all team members.

The fifth category (arrow 5 in Figure 4 above) includes the *Email* function, in which students and teachers can communicate using the regular email service. It also includes the *Help* icon, which provides students with the needed assistance on how to use the system. Student can also search for the information they need in help files. Help files also include demos and tutorials that show them how to operate the tools and how to solve system-related problems. Teachers can also create and upload demos to the help files. This category also includes the *Feedback* button; students can use this feature to provide feedback to the technical department or to report system errors.

The system is dynamic. In other words, the teacher can assign extra functions to the students depending on the type of the task. Students can write comments or questions on each segment. This could be used by the student to comment on his/her translation or to ask questions. The *Collaborative Reading* function can also be used by group members to collaboratively read and analyze texts⁽³²⁾. This functionality improves ST comprehension and maximizes students' involvement. It further allows collaboration between average- and high-achieving students; this, in turn, gives students an opportunity to learn from each other and to construct their knowledge.

Students Acceptance of *TransShare*

The proposed WCLT3 was presented to four different translation classes at Yarmouk University containing about 170 students total. Students were then asked to fill out a survey to investigate the students' acceptance of the proposed WCLT3 in terms of perceived usefulness and perceived ease of use. The participation was optional. Around 100 students took part in the survey. The survey contained two sets of questions. The first set contained three questions to investigate the students' acceptability of WCLT3 in terms of usefulness (whether they would find the proposed tool useful or not). The second set of questions investigated whether or not the students found the tool easy to use. The following sections display the results of the survey.

TransShare Usefulness

Three statements were dedicated in the survey to investigate the usefulness of WCLT3: (1) using *TransShare* in my training would improve my performance in my translation classes, (2) I find *TransShare* to be useful in my training, and (3) using *TransShare* as an eLearning platform would enhance the effectiveness of my training. The survey revealed that about 93% of the students believe that *TransShare* would be useful for their translation training as 57% of the students responded *strongly agree* and 36% responded *agree* to the first item: *I find TransShare to be useful in my training*. 1% of the students chose *disagree* and 6% provided *neither agree nor disagree* response to the same set of questions (See Figure 5 below).

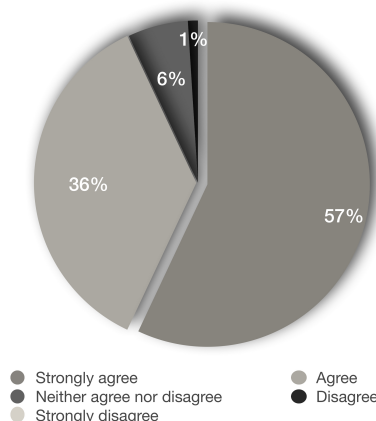


Figure 5: I Find *TransShare* to Be Useful in My Training

Students also positively responded to the statement *Using TransShare as an eLearning platform would enhance the effectiveness of my training*. About 94% of the students believe that *TransShare* would have a positive impact on their training (62% of the students strongly agreed and 32% agreed). This percentage

correlates to research as it seems that students need such a tool to enhance their eLearning experience in their translation classes. The percentage of students who disagree with the first item did not exceed 1% while 4% of the students were uncertain of the positive impact of TransShare on their own training.

Table 2: *TransShare* Perceived Usefulness

	<i>Q1: Using TransShare as an eLearning platform would enhance the effectiveness of my training</i>	<i>Q2: Using TransShare in my training would improve my performance in my translation classes</i>
<i>Strongly agree</i>	62%	59%
<i>Agree</i>	32%	30%
<i>Neither agree nor disagree</i>	4%	10%
<i>Disagree</i>	2%	1%
<i>Strongly disagree</i>	0%	0%
<i>Total</i>	100%	100%

When it comes to the impact of *TransShare* on the student's performance, 89% of the students (59% *strongly agree* and 30% *agree*) believe that using *TransShare* in their training would improve their own performance in translation classes. Students who do not find *TransShare* useful for their training did not exceed 2% (See Table 1). As mentioned earlier, *TransShare* supports translation collaboration and project-based learning. These two teaching methods are not supported by most of the current eLearning platforms. It seems that translation students, based on the sample of the study, are in desperate need for a special eLearning platform that serves their needs. It can be also concluded from the data analysis of the first set of questions that *TransShare* is a useful eLearning platform that would enhance the effectiveness of the students' training and their own performance. The following section reports the results of the survey in terms of the perceived ease of use.

***TransShare* Ease of Use**

Perceived ease of use is another important variable that determines the success of any tool. This variable was measured by three items in the survey: (1) *I find TransShare to be easy to use*, (2) *My interaction with TransShare would be clear and understandable*, and (3) *Interacting with TransShare would not require a lot of my mental effort*. Figure 6 below presents students' responses related to the first item.

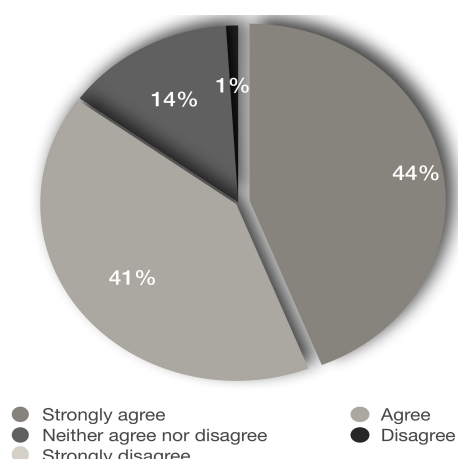


Figure 6: *I Find TransShare to Be Easy to Use*

The majority of students (85%) find *TransShare* an easy eLearning tool to be used in their translation training. About 44% of students *strongly agree* and 41% *agree* that *TransShare* would be an easy tool to use. Around 14% of the students were unsure whether *TransShare* would be easy to use or not. When it comes to students' interaction with the tool, it was revealed that 80% of the students (37% *strongly agree* and 43% *agree*) agree that their *interaction with TransShare would be clear and understandable*. On the other hand, this percentage goes down to 54% when students were asked whether interacting with *TransShare* would not require a lot of mental effort. Furthermore, 33% of the students were unsure whether *TransShare* would require a lot of mental effort. It can also be noticed that some students would find their interaction unclear and incomprehensible as 6% disagree and 7% strongly disagree that *interacting with TransShare would not require a lot of mental effort*(See Table 2 below).

Table 3: *TransShare* Perceived Ease of Use

<i>Response</i>	<i>My interaction with TransShare would be clear and understandable</i>	<i>Interacting with TransShare would not require a lot of my mental effort</i>
Strongly agree	37%	25%
Agree	43%	29%
Neither agree nor disagree	18%	33%
Disagree	2%	6%
Strongly disagree	0%	7%
Total	100%	100%

Overall, students show positive responses related to *TransShare's* ease of use; however, a good portion of the students believe that the tool would require a lot of mental effort. To alleviate this problem, students might need more training or practice on the tool. This, in turn, would definitely help students gestured to the tool and thus decrease student's mental effort when using the tool.

Conclusion

The paper has argued for the creation of a Web-based Collaborative Learning Tool for Translator Training that would serve the special needs of translator training programs. To this end, the researchers, with the collaboration of translators, translation students, eLearning experts and web developers, proposed a concept design for a WCLT3, *TransShare*. The different functions of *TransShare* and their relation to translator training and the translation task have been discussed. The paper also provided detailed analysis of the translation students' acceptability of the proposed eLearning tool, which was found to be very useful and easy to use for translation students. The results of the present paper can be taken forward by tool-makers, who should begin creating specialized eLearning platforms for translator training.

التعليم الجماعي باستخدام برمجيات التعليم الإلكتروني: نحو منصة تعليم إلكتروني مخصصة لتدريس الترجمة

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ملخص

يعدّ استخدام وسائل التعليم الإلكتروني من أهم الوسائل التعليمية الحديثة، إلا أن غياب منصات التعليم الإلكترونية المتخصصة في تدريس الترجمة، يجعل من تطبيق مشاريع الترجمة الجماعية التي تحاكي واقع سوق العمل أمراً صعباً أمام مدرسي الترجمة. يناقش هذا البحث أهمية التعلم الجماعي في عملية تدريس الترجمة، ويركز على أهمية استخدام التكنولوجيا الحديثة مثل منصات التعليم الإلكتروني (E-Learning) عبر (الإنترنت) في الغرفة الصفية. ويناقش أيضاً عملية تصميم برمجيات التعليم الإلكتروني، ويقترح تصميماً لبرمجية خاصة لتدريس الترجمة باستخدام (الإنترنت) مسانداً لعملية التدريس في الغرفة الصفية، يشترك في تصميمها كل من مدرسي الترجمة وطلابها ومهندسي البرمجيات وخبراء تقنيات التعليم الإلكتروني. ويستعرض البحث الوظائف المختلفة للبرمجية المقترحة وكيفية استخدامها، ويختتم بقياس مدى قبول الطلاب لها من حيث سهولة استخدامها وفائدتها لهم.

الكلمات المفتاحية: تدريس الترجمة، التعلم الجماعي، لتدريس الترجمة باستخدام (الإنترنت)، منصات التعليم الإلكتروني.

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